**Models of Curriculum**

[](http://www.google.com/imgres?q=curriculum+target&um=1&hl=en&qscrl=1&nord=1&rlz=1T4SKPT_enUS448US455&biw=1366&bih=595&tbm=isch&tbnid=DWVQ1N_DSYfK9M:&imgrefurl=http://www.bridgebuilderacademy.com/test&docid=ETM7jzoPE4wCPM&imgurl=http://www.bridgebuilderacademy.com/uploads/chris/image/target%252520skills.png&w=600&h=559&ei=yUCXT9_ONofN6QG1tp2qDg&zoom=1&iact=hc&vpx=116&vpy=254&dur=191&hovh=217&hovw=233&tx=126&ty=131&sig=118091068087199243444&page=2&tbnh=133&tbnw=143&start=24&ndsp=28&ved=1t:429,r:21,s:24,i:168)

**“Keeping The Eye On The Target: Cutting-Edge Curriculum”**

Since there are advantages and disadvantages to all models of curriculum, this “pseudo” curriculum will mirror two types: The Cyclical Model (Figure 1.4 pg. 10) and Oliva’s Model for Curriculum Development (Figure 5.4 pgs. 138). In order to maximize learning and assessment, both models provide a strong foundation from the beginning to end while also having continuous feedback and evaluation. These key components will enable any curriculum to excel as long as one is willing to be honest and view from a wide range of perspectives, therefore, influencing seven levels of planning (Figure 3.1 Levels of Planning, pg. 47): classroom, individual school, district, state, region, nation, and world.

**The Cyclical Model:**

This model expresses the concept of a cycle – there is no beginning and end. Even though both of these circles are not interlocking does not suggest they serve as separate entities, but rather meticulously influence each other. Both of these circles represent the dependency of curriculum on instruction and instruction on curriculum and suggest constant enhancements, progressions, adaptations, and improvements that will customize the needs of the school and most importantly the needs of the individual child.

**Oliva’s Model for Curriculum Development:**

Oliva’s model is very comprehensive and addresses the curriculum from beginning to end. He addresses his model in flow chart form as well as seventeen steps which are listed below:

1. Specify the needs of the students in general.
2. Specify the needs of society.
3. Write a statement of philosophy an aims of education.
4. Specify the needs of students in your school(s).
5. Specify the needs of the particular community.
6. Specify the needs of the subject matter.
7. Specify the curriculum goals of your school(s).
8. The curriculum objectives of your school (s).
9. Organize and implement the curriculum.
10. Specify instructional goals.
11. Specify instructional objectives.
12. Select instructional strategies.
13. Begin selection of evaluation techniques.
14. Implement instructional strategies.
15. Make final selection of evaluation techniques
16. Evaluate instruction and modify instructional components.
17. Evaluate the curriculum and modify curricular components.

Even though Oliva’s model is quite extensive it provides a plethora of pathways to answer questions if something is not working or suggests important change.

In summary, both models and levels of planning are essential when writing an effective curriculum. Providing a strong, well-developed curriculum will not only allow it to be a “working document,” but also enable all to see the progression of one’s education over a particular amount of time instead of collecting dust off a shelf.